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ABSTRACT

This monograph describes a curriculum first published 14 years ago that is based on students' human development. The described curriculum utilizes a framework of the language arts of listening, speaking, reading, writing, and literature understanding and leaves to the imagination and skill of the individual teacher how the curriculum is implemented. The booklet is divided into an introduction with a statement of the curriculum objectives and philosophy, summaries of the characteristics of each age group affected and of the program's guiding principles, a description of the entire kindergarten through grade 12 curriculum, and a final section on the practical application of curriculum materials. The curriculum description makes up the major portion of the booklet and is broken down into grade levels, each of which lists suggested activities and occasional texts under five headings: improving group participation in group and individual activities; improving speech sounds; improving language patterns, oral and written; improving reading techniques and skills; and improving literature understanding. (AEA)

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A DEVELOPING CURRICULUM IN ENGLISH

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Kindergarten Through Grade Twelve

Second Edition

Studies in Curriculum Development No. 3, 1980

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

SCHOOL OF EDUCATION, INDIANA STATE UNIVERSITY ● TERRE HAUTE

FOREWORD

Prospective readers might reasonably ask why they should spend time on a curriculum first printed fourteen years ago, particularly when the first page of that curriculum records that "a course of study appropriate for one time is not applicable for another time." Nevertheless, we believe that there are ample reasons for the continuing demand for *A Developing Curriculum in English.*

First, *A Developing Curriculum* is a framework rather than a prescribed set of units, and that framework--the language arts of listening, speaking, reading, writing, and literature understanding--is still sound. Furthermore, this curriculum only suggests what is to be done, leaving to the imagination and skill of the individual teacher how the curriculum is to be implemented. New materials, new approaches fit readily into the framework of this curriculum.

Second, we think that it is wholesome for teachers in a school to build their own curriculum in the light of the "abilities, needs, and abiding interests" of their own students. Students--not society, not government, not future employers--are the center and focus of *A Developing Curriculum in English.* The standard for accomplishment is not a standardized test, but the students' own needs, interests, and abilities.

Third, *A Developing Curriculum* suggests that teachers from all grade levels should be able to communicate and to learn from one another. The development of the young person from kindergarten through the senior year of high school is long and complicated, and all teachers profit from understanding that development. Teachers at each grade level can be more effective if they know what students have experienced in language instruction before reaching a given classroom and what students can expect to experience later. The writers of this little book point out that "a school curriculum is an educational course to be run." All the coaches should know the entire course and not merely the lap over which they happen to preside.

Fourth, advocates of "basic skills" will find that the writers of *A Developing Curriculum in English* focused upon the most basic of enterprises--the linguistic, personal, and social development of persons. To be sure, these writers had concerns for spelling, punctuation, and factual knowledge, but all these were subordinate to the human development of each person in the school.

A Developing Curriculum in English expresses values which can still serve as a model and inspiration for school faculties engaged in curriculum development.

Vanita Gibbs
Professor of Reading/Language Arts
Elementary Education

James Mullican
Professor of English

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PREFACE

A Developing Program in English--Kindergarten Through Grade Twelve--was produced by participating teachers who had no released time or remuneration for the work. Because they were professionally minded and professionally stimulated, they gave freely of their own time after school hours and on some weekends.

The curriculum planning was a group effort in the early 60s which included participation of a professor of English who was also the Director of the English Curriculum Service of the University and the English Council of the Laboratory School. This group worked in consultation with the Principal of the Laboratory School, the Chairperson of the English Department, and the Dean of the College of Education.

The members of the English Council, in session and individually, studied the abilities, needs, and abiding interests of the students in the Laboratory School. In the light of these discussions and ensuing conclusions, the curriculum in English was designed as a framework that describes the characteristics of education as a whole.

The characteristics of education are:

1. Reasoning: the power to understand, infer, think in an orderly logical manner

2. Content: the acquisition of pertinent information and experiences through listening, observing, and acting

3. Organization: the development of the power to arrange ideas and elements into a coherent and unified whole

4. Style: the realization of one's obligation to oneself to develop an effective manner of expressing ideas, knowledge, understanding, and opinions

5. Mechanics: the practical application of methods and manners of expressing mentally and physically the design, construction, and operation of thought.

The English Council set out to construct a curriculum that would be comprehensive and horizontal rather than overly specific and vertical. The Council considered the curriculum to be a frame of reference rather than a detailed outline of obligatory units.

There are 13 frames of reference in the curriculum: kindergarten through grade 12. Each frame leads sequentially into the following frames.

The objectives are the same for each frame-level of instruction. The central idea for the entire curriculum is improvement and refinement, and toward this end the objectives are:

1. To improve and refine speech
2. To improve and refine talk
3. To improve and refine listening
4. To improve and refine written expression
5. To improve and refine reading techniques and skills
6. To improve and refine literature understanding.

And that's about it, other than to say that changes have already occurred within the framework, emphasizing the fact that revision of any curriculum is a continuing and infinite process.

Mark Neville
Professor of English
Indiana State University

INTRODUCTION

The teaching and learning of the mother tongue constitute the keystone of the arch of educational progress and development. Without oral language and its written form man could never have become civilized.

Yet, the teaching and learning of English have been continually investigated ever since vernacular language was first considered to be of significant value in the process of education. Educator and layman alike have held and do hold that the understanding of ideas is qualified by one's ability to express orally and in writing his reactions to experiences, real and vicarious.

Today, as in the past, qualified critics of educational systems are not satisfied with the teaching and learning of English. Down through the ages criticism has resulted in continual revisions of courses of study. This is as it should be. The language is dynamic; is constantly changing. Literature is being written constantly. The result is that a course of study appropriate for one time is not applicable for another time.

The above statement is recognized as valid in the light of recent linguistic studies which suggest that a new description of language is needed for the improvement of reading skills and techniques, and for a more critical study of literature.

A curriculum in English must be based on a scope and sequence of language, composition, and literature experiences from kindergarten through secondary school years. The curriculum outline should include a clear statement of the school's purposes, the relation of English to the educational principles as a whole, a sound psychology of teaching and learning, and an understanding of the general environmental situations in which students behave.

The course outlines should be stated simply and directly. Too much detail curbs teacher initiative and dampens creative planning; too little leaves the teacher at the mercy of textbooks and kills imaginative activity.

The objectives of this English curriculum are progressive improvement in speech (phonology), speaking (oral communication), listening (interpretation of others' speaking and writing), writing (communication through syntax), reading (ability to understand the written and printed sentence and paragraph), and literature understanding (the ability to read for esthetic and moral values).

The hoped for improvements (objectives) were outlined for kindergarten through grade 12 by the English Council of the Laboratory School of Indiana State University.

The English Council represents all levels of instruction, kindergarten through grade twelve. The members of the Council studied, individually and in groups, for a period of three years the teaching and learning of English in the school. The present courses of study--the organized expression of their efforts--constitute a sequential growth-pattern, K-12.

The teachers have endeavored to outline a curriculum that is simple and direct, a framework rather than a prescription.

Understanding English is the foundation of the educational process.

Members of the English Council:

Mrs. Lucia Bolt
Mrs. Olga Combs, deceased
Miss Ann Harrison
Mr. James Mullican
Miss Myrtle Smith
Mrs. Mary Wright
Dr. Marjorie McDaniel, Co-chairperson, deceased
Miss Frances Williams, Chairperson
Dr. Mark Neville, Consultant

THE SETTING OF THE ENGLISH CURRICULUM

The Laboratory School (recently renamed the University School) of Indiana State University is a department of the School of Education and an affiliate of the Vigo County Public School system. As a department of the School of Education, it has many purposes: it is interested in curriculum revision, experimental work, pre-student teaching laboratory experiences, and actual supervision of student teachers. As an affiliate of the Vigo County School system, it enrolls students from a specified school district, and accepts students, by application, from beyond the district.

In the early 60s the school was limited to 800 boys and girls. The age range of instruction was from four to eighteen. The school population represented high, average, and low capacity students. A special education division provided opportunities for physically and mentally handicapped children.

Philosophy

To achieve the highest degree of effectiveness, faculty and administration stated their general educational philosophy as follows:

1. The over-all curriculum should be flexible enough to provide a wide area of different experiences to meet the learning needs of all the students at their various levels. Students should be encouraged to apply their energies to tasks in such a manner as to achieve at their highest potentials.

2. The responsibility of this school is to provide a program which will tend to equip students to interact effectively and to perform at a level of efficiency which will provide a foundation for competent living.

3. The school program should provide a rich environment which will extend the horizons of all children who participate in it, and should also encourage creativeness.

4. The teacher should be prepared to meet the needs of students in a democratic setting. Democracy can flourish only in a democratic atmosphere.

5. The worth of a school program should be evaluated in terms of the observed desirable behavioral changes in each student. Administrators and staff should be selected for high professional competence, commitment to teacher education, and interest in continuing professional study and research.

6. The general concept of learning should be that the individual learns best on his own level of understanding. His experiences in and out of school are the activities that can be analyzed to discover his needs and interests. Through understanding himself, the student acquires specific language growth and literature appreciation as necessary integrated parts of his personal and group attitudes and behavior.

7. The important principles upon which English instruction should be based are:

    a. The abiding interests of students

    b. A program of activities rich enough in suggestion to provide natural situations for improving speaking, writing, reading, and literature understanding

    c. A program of guidance in which all teachers and students cooperate in studying interests and needs in language, composition, and literature.

Considering the philosophy of the school and the concept of learning that directs the teaching process, the English Council, with the cooperation and leadership of Dr. Harley Lautenschlager, principal, studied existing English courses of study in the school and revised materials, including the best experiences of the past and the most promising ideas of the present.

Objectives of Teaching English

The basic purposes of teaching English are to improve and to refine language knowledge, understanding, and usage that students have acquired naturally. To improve and to refine are, therefore, the most vivid phrases that can be used to express the objectives of teaching English. English is taught as a subject in which six aspects--speech sounds, talk, listening, written expression, reading, and literature understanding--are interrelated, but which are at times emphasized singly for purposes of instruction. Rather than stating objectives for teaching English in great detail, we emphasize that the general objectives hold true for each level of instruction. These objectives are:

1. To improve and refine speech sounds
2. To improve and refine talk
3. To improve and refine listening ability
4. To improve and refine written expression
5. To improve and refine reading techniques and skills
6. To improve and refine literature understanding.

THE DEVELOPING PROGRAM

English curriculums are many and varied. There is no one way of organizing content for teaching and learning language, composition, and literature. Rudyard Kipling's reference to songs holds true for English curriculums:

"There are nine and sixty ways of
constructing tribal lays,
And--every--single--one--
of--them--is--right."

The curriculum for the teaching of English proposed for the Laboratory School of Indiana State University is a framework curriculum. That is, the materials outlined are specific ideas to be organized and developed by the individual teacher in an individual way. Preplanned units of work are not included in the program, because we believe that teachers' imagination and creativity are suppressed when content is outlined and organized for them.

Common sense suggested that specific planning for the use of content is the responsibility of the individual teacher.

Common sense also suggested that a framework of principles underlying the three aspects of the English course--language, composition, literature--be organized as the foundation upon which all teachers should plan their individual teaching procedures.

Common sense suggested further that an understanding of the characteristics common to particular age-groups is necessary for the selection and organization of content for teaching. Some of the outstanding characteristics seem to be the following:

1. Ages 3-5 (Pre-kindergarten and kindergarten)

   extremely active--require diversified activities--rapid development of large muscles which control legs, arms, and trunk--slow development of accessory muscles which control fingers, hands, and feet--definitely right or left-handed by fifth birthday--differ on language development; girls seem to be more advanced than boys--interested in sounds of words, rhythms, and rhyming words--inadequate command of language; so cannot always express ideas reliably--at age three can usually speak in sentences--at age five can narrate a complete occurrence and repeat a familiar story--interested in animals--highly dramatic--keenly interested in adult approval--concerned with themselves and immediate family, but have little conception of cultural heritage.

2. Ages 6-9 (Grades 1-3)

extremely active--short attention span--tire easily--need frequent rest periods and passive activities--at age eight capable of writing with confidence--interested in immediate things and persons--reach reading readiness stage by age 6½ (Grade 1)--developing intellectual ability--interests and experiences broadening--ready to read faster silently than orally at age 8 (Grade 3)--interpret reading in terms of own experience--use unacceptable language joyfully--protest adult demands for conformity--interested in creative dramatics--accept criticism from peers gracefully--spontaneous in artistic expression--participate well in group activities--show strong attachment for own sex between ages 8 and 9 (Grades 3 and 4)--at age 6 enjoy stories of nature, animals, and birds--enjoy stories expressed in verse--at age 7 (Grade 2) interested in reading humorous books and fanciful tales written for their age--boys interested in military, mechanics, and science--age 8 (Grade 3) enjoy books about children of other countries--interested in illustrated catalogs--enjoy TV programs, especially adventure, mystery, comedy, and quiz programs.

3. Ages 10-12 (Grades 4-6)

lead an active and strenuous life--considerable control of accessory muscles, but few have achieved ability to write easily with fountain pens although ball-point pens are managed--alert and curious about almost everything--interests fleeting--reveal sex differences in interests and behavior--concerned about "group belonging" and approbation and want peer recognition--have acquired by ninth year reading facility for enjoyment and information and can do investigative reading in dictionaries, encyclopedias, and other reference materials--enjoy adventurous American literature, folk tales, and legends, travel books, science, and biographies--aware of ideas and beliefs of other peoples--compare favorably with average adults in the memorization of routine rules and regulations--more aware of importance of developing clarity and comprehensiveness in the expression of ideas--decreasing interest in facts and realism--progressive development in sense of rhythm, sound discrimination, and associative memory--usually a well-developed sense of humor--intense interest in what things are made of and why--natural tendency to form clubs and secret organizations loosely organized and easily reorganized--follow peer fads in dress, manners, and talk--ready to assume high degree of independence in home and in school--reveal wide differences in reading ability.

4. Ages 13-15 (Grades 7-9)

A period of rapid growth and development--faced with many problems of adjustment--developing more certain mental and emotional stabilities as physical and organic maturity is approached--girls approximately a year ahead of boys in their general physical development--relatively poor physical coordination (awkward stage)--prefer group games to individual activities--more concerned about peer approval than about adult approval--somewhat interested in opposite sex as group socializing rather than as individual pairs--show wide intellectual interests--show detailed analysis of problems--interested in immediate things that can be used in daily living--strong desire to be members of their peer group--constitutions, bylaws, and designated officials of organizations are appealing symbols of adult organizations--frequently socially and academically insecure, compensating with conspicuous dress and behavior--emotions complicated by growing into adolescence--progressively capable of analyzing intellectually--great interest in various aspects of the present culture: race relations, scientific achievements, political parties, international relations, public figures.

5. Ages 16-18 (Grades 10-12)

Near end of physical development and by 18th birthday have quite "grown-up" figures--reveal wide individual differences in intelligence--academic achievement, interests, and social background--in need of vocational and academic guidance--normally interested in dating in individual pairs as well as in social group--conform to peer standards in dress, and consistently pay attention to fads--employ various devices for gaining attention--show decided growth in practical, esthetic, and intellectual interests--very few have definite goals but are seeking a philosophy of life--have keen sensory impressions and intense emotions--progressive growth in reasoning ability--at times unusual quality and depth in abstract thinking and in solution of individual and group problems--interested in domestic and foreign problems and in intricacies of human relationships--differ greatly in general interests--boys prefer to talk; girls, to write--boys prefer to write, when necessary, about personal problems; girls prefer to write newsy and critical letters--social maturity covers a wide range--pursue hobbies frequently to the detriment of academic achievement--follow, in general, family behavioral patterns, prejudices, and religious

affiliations--reveal a growing comprehension of vital societal concerns such as economic, political, and religious issues of the times, and interested in organized discussions of such issues.

A further consideration naturally followed tabulation of the common characteristics of children and youths. What are some of the conditions which contribute favorably to learning? Rather than to go deeply into psychological principles, the following general statements were accepted as guiding principles:

I. Teaching and Learning

A. The inherited capacity of the individual to learn is of primary importance.

B. The environment of the individual--the quality of his cultural opportunities--is a serious factor for consideration.

C. Desirable learning is a process of growth, and, consequentially, learning activities in sequence are basic to the release of capacity.

D. The process of teaching and learning must include a recognition and understanding of the democratic life--full participation within the framework of the curriculum.

E. Desirable learning uses interests, needs, knowledge, and information the student experiences in his expanding environment.

F. The process of learning should be guided so that each individual is enabled to deal with his own problems by acquiring intelligent attitudes through understanding, knowledge, and opinions based upon a mastery of the fundamental techniques and skills of speaking, reading, and writing.

II. Principles of Teaching and Learning

A. An individual learns best when he is interested in what he is studying and recognizes it as valuable.

B. An individual learns best when allowed freedom within a framework to create his own plans to reach his goal.

C. An individual learns best when guided, not controlled, in the management of the learning experience.

D. An individual learns best with sympathetic teachers who respect his dignity as a person and who insist that such respect be reciprocal.

E. An individual learns best when the meaning and interpretation of the ideals of American living are exemplified within the framework of content-organization and classroom activity.

F. An individual learns best the basic principles of good learning when he operates consistently from day to day in the organized class and in general school activities.

With the above explicatory discussion in mind, construction of the framework curriculum was begun. Five major objectives were formulated, based on the assumption that direct teaching of English is necessary as a conscious effort to improve and to refine (1) participation in group and individual activities; (2) speech sounds; (3) language patterns, oral and written; (4) reading techniques and skills; and (5) understanding of literature.

These objectives are as important in the kindergarten as they are in the twelfth grade; so each course of study is planned around them.

Kindergarten

I. Improving Participation in Group and Individual Activities

A. Teacher welcomes the children to the kindergarten.

1. Each child is asked to tell his name and address.

2. Other children repeat names for pronunciation and identification.

B. Children play games as a means of creating group feeling and further identification.

1. Begin the process of counting and recognizing name alphabet. (Each child has a number and a letter.)

2. Children learn to take their places according to number, alphabetical letter, and beginning letter of name.

(Note: These situations call for continual repetition until the teacher feels that the assembling is practically automatic. Such activity is the foundation for learning numerical order, alphabetical order, and indexing.)

C. Asking and answering questions

(Note: The teacher keeps a record of oral inflection, accent, juncture, and inappropriate use of words, peculiar pronunciation, and indistinct articulation as resources for teaching at an appropriate time.)

D. Telling experiences, real and vicarious

1. Relating personal experiences

2. Recalling stories heard

3. Telling how things are made

4. Reading picture books and describing what the picture says

(Note: Everything a child does in the kindergarten can be verbalized; and through this verbalization, the teacher learns the needs and can

plan progressing activities. Such activities as playing games, participating in planning programs, and the like are the real content through which understanding and subject matter develop.)

E. Dramatization and choral speaking

1. Dramatizing stories read by teacher such as *Cinderella, Alice in Wonderland,* and fairy tales

2. Doing creative dramatics, such as the spontaneous "acting out" of a personal experience

(Note: Children have a keen desire to be somebody else. The teacher has at hand a few simple costumes of animal heads, "grown-up clothes," and simple props so that students feel free to enter the spirit of the play.)

3. Choral speaking

a. Short nonsense verses and Mother Goose rhymes lend themselves to group speaking

(Note: Unison speaking in which interpretation through emphasis, accent, and juncture is emphasized as a very interesting approach to literature appreciation and its relation to language. Pronunciation and articulation are emphasized in terms of meaning influenced by good speech.)

F. Following directions

1. Telling how to go home from school

2. Telling how to go to the library, to the principal's office, to the nurse's office, and the like

3. Telling how to use a book

4. Telling how to make something

5. Telling how to introduce people

6. Telling how to use a telephone

7. Telling how to care for pets

G. Reading picture books

1. Recognizing grownups, children, and animals

2. Naming colors

3. Recognizing uniforms

4. Learning how to use the book

H. Introduction to writing

1. Printing numbers 1-10

2. Printing name alphabet A-Z

3. Printing own name

II. Improving Speech Sounds

A. Saying the letter sounds in the alphabet of 26 letters

B. Saying the 44 or more sounds that constitute the elementary range of English articulation.

(Note: The child already uses practically all elementary sounds, but frequently articulates carelessly so that the teacher must emphasize continually the pronunciation of the sounds in order from A to Z.)

A as in ape, as in arm, as in all, and as in at

E as in eve, as in end

I as in ice, as in it

O as in old, as in do, as in ox

U as in use, as in up, as in pull

OI as in oil

OU as in out

(Note: These are the vowels. Children should be made conscious of the fact that the articulation of vowels is not blocked and is not constricted enough to cause audible friction.)

B as in bat	Z as in zip
D as in done	ng as in sing
G as in gun, as in gym	TH as thy, as in thin
J as in jet	F as in fit
L as in let	H as in hat
M as in men	K as in kid
N as in not	P as in pit
R as in run	S as in sit
V as in view	T as in top
W as in went	CH as in chat
Y as in yes	SH as in shun

WH as in when (hwen)

(Note: From B through WH, the sounds are consonants; and they are characterized by constriction or closure in one or more points in the breath channel. This fact the teacher emphasizes, and children analyze how the throat, tongue, roof of the mouth, teeth, and nose are utilized to make sounds. Of course, the work is all oral, but it is important as a basic approach to phonics from which come reading and writing. The most troublesome sounds are: S, V, Z, F, L, R, and Th.)

III. Improving Language Patterns, Oral and Written

A. Oral

Choosing words that have similar vowel sounds

(Note: The words used to illustrate the vowel and consonant sounds are used for the "same sound words." For example, A as in arm will call to mind harm, and farm; A as in ape will call forth shape, cape, tape, and so on through all the articulated sounds.)

B. Using words correctly

1. I, me; he, him; she, her

2. lie, lay; fall, fell; buy, bought; come, came; sit, set

(Note: 1. and 2. are illustrative as an introduction to case and tense. The teacher listens to the actual speech of children and bases the correction on observation. All correction is based on imitation, because the fundamental language patterns of our native tongue are perfected through hearing and use.)

C. Developing sentence ease through talk activities

1. Dictating personal experiences to the teacher who writes stories on the chalkboard or large sheets of paper

a. Recognizing name words

b. Recognizing action words

(Note: The teacher emphasizes name words and translates Father into he; Mother into she; Father and Mother into they, and so on based upon dictation. Likewise action words are translated into simple present, past, and future. These exercises, of course, are in terms of imitation. They help expand the child's vocabulary and also serve as the foundation for more formal lessons in the description of language patterns that will be emphasized in later years.)

2. Utilizing all activities as basic material for conversation and individual presentation to the group

D. Writing letters of the alphabet and whole words

(Note: Because small muscles are not fully developed, the child prints letters as lines and curves. Basic to the making of letters and words are activities in modeling clay, crayon drawing, woodworking, and the like. These activities create dexterity, and although the writing of whole words will not usually come until the first grade, there may be children in kindergarten who are ready.)

1. Copying printed letters from charts

2. Writing own name

3. Writing words such as a, an, the, he, I, me

(Note: It is desirable to introduce words in context. That is, the teacher writes a short paragraph on the chalkboard, and children recognize the underlined words and copy them. In this way they will recognize the use and meaning of the word as well as its appearance.)

IV. Improving Reading Techniques and Skills

A. Learning to handle a book

1. Looking from left to right

2. Learning to read details in pictures and to explain the entire action or situation involved

(Note: It is highly desirable that much time be allotted to handling books--the key to reading readiness.)

B. Learning to respect a book

1. Understanding that the book should be treated carefully and returned to its proper place on the shelf

2. Learning to share the book with others by putting it back into circulation as soon as possible after it has been read

(Note: Explaining reasons without the practical application of explanations is not enough to insure mastery. Technique is method; that is "why" and "how." Skill is the result of meaningful drill in the mastery of method. Therefore, much guided activity in applying technique results in skill.)

V. Improving Literature Understanding

A. Looking at picture books

1. Reading pictured humor, surprise, and attitudes

2. Explaining what pictures mean through analysis of situations

(Note: Children are encouraged to make up stories based on their interpretations of pictures. This type of language progress will enable the teacher to emphasize color, character implications, and action. Such activity is basic to the later discussion of plot, setting, and character.)

B. Listening to stories read by teacher

1. Retelling the stories

2. Selecting describing words

(Note: Children can easily recognize name and action words.

Describing words are those which make name and action words more definite. Example:

(1) Boys play ball.

(2) Girls play tag.

(3) Girls and boys play ball and tag.

(4) Active boys and girls play ball and tag.)

C. Reading nursery rhymes and nonsense poems

1. To emphasize tone and accent as well as rhyme

2. To sharpen articulation and pronunciation

D. Using the library

(Note: Although the kindergarten houses its own library, the children are also introduced to the general library as a means of learning library behavior such as being courteous, sampling books, and securing books for home reading. The librarian also conducts story-telling periods based on cooperative planning with the kindergarten teacher.)

Grade I

I. Improving Participation in Group and Individual Activities

A. Continuation of kindergarten activities

B. Further emphasis on:

1. Storytelling
2. Listening to stories read
3. Giving summary of stories
4. Telling personal experiences
5. Concentrating further on observing the development of word formations

C. Writing

1. Numbers 1-100
2. Alphabet A-Z
3. Names of: self, parents, brothers, and sisters

II. Improving Speech Sounds

A. Continuing attention to the 26 letters in the alphabet

1. Recognizing the letters in words written on charts and in books
2. Recognizing the speech sounds in reading and in conversation
3. Rhyming words with the following sounds represented by the "augmented Roman Alphabet"

face	three	oil	letter	zebra
key	the	bed	man	father
fly	shop	cat	nest	cap
over	vision	dog	pen	egg
use	drink	feet	red	milk
daisy	ball	leg	spoon	box
when	book	hat	tree	up
chair	spoon	jug	voice	
	out	key	yes	

(Note: Emphasize various consonant and vowel sounds.)

4. Recognizing the elementary speech sounds in words

(Note: The above activities are concerned with phonics, and constant repetition and imitation in pronunciation and articulation are the basis of mastery. Attention is called to vowels and consonants with stress upon the fact that every word is made up of one or more vowels and consonants.)

B. Understanding syllables and words

1. Syllable

(Note: A syllable is a unit of the spoken language next larger than a speech sound, and may be one word in itself or a combination of syllable units gathered to make a word. Example: A is a word. I is a word. O is a word. About is a word. Idea is a word, and so on.)

a. One syllable words such as man, kind, cow, boy, barn, yard, grand, and son

(Note: To introduce the syllable-word first, rather than a syllable that is not a whole, is in line with sound psychological principles.)

b. Words of more than one syllable such as cowboy, barnyard, and playhouse

(Note: This is an introduction to compound words.)

c. Syllables such as un to make unknown; a to make about; dis to make disappoint; and ing to make going, doing, singing, saying, and praying

d. Building words from syllables such as win-dow, mo-ther, fa-ther, bro-ther, and sis-ter

(1) Recognizing syllables in words

(2) Noting where the accent falls on words

(Note: The building of words and analysis of words cannot be divorced from pronunciation and articulation. Continued emphasis is on learning by imitation.)

2. Building concepts of spelling by putting letters together to make syllables and words

III. Improving Language Patterns, Oral and Written

A. Oral

1. Saying sentences on the order of Children play.

(Note: This simplest sentence pattern is fundamental to the recognition of simple name and action.)

2. Saying sentences on the order of Children play games.

(Note: This simple sentence pattern is fundamental to the recognition of name, action, and what the action is or was.)

3. Saying sentences on the order of I am happy.
You are sad.

(Note: This simple pattern is the foundation for recognizing the condition word to be. Children are asked to make questions of the statements.)

4. Learning to use am, was, been, is, are, were, and being

5. Making sentences beginning with if, when, because

(Note: This pattern is the foundation for later study of subordination.)

B. Written

1. Continuing practice in writing letters of the alphabet

2. Writing the simple structure words a, an, the, and, but, for, of, on, by, and so on in big letters

(Note: The simple syllable words are practiced before two or more syllable words are written.)

3. Combining oral and written expression

a. Scrambled sentences to be said and then written

(Note: Scrambled sentences to be arranged into the simple patterns are not only amusing but most helpful in creating a foundation for understanding the "why" of English word order.)

Moon over the cow jumped (The cow jumped over the moon.)

I to slide like (I like to slide.)

Sand the in playing is Alice (Alice is playing in the sand.)

Squirrels baby the feeds Billy (Billy feeds the baby squirrels.)

b. Dictating group-stories to the teacher

(Note: Each group of children, grouped into "fives," dictates a sentence that is part of a story. This is the foundation of teaching unity and coherence.)

c. Copying group-stories from chart or blackboard

4. Capitalizing and punctuating

a. Big letters are capitals; small letters are not capitals.

(Note: When children are taught to write small letters, the distinction between capitals and small in terms of capitalization is to be made.)

(1) Capitalize I and the beginning letter of the first word in a sentence.

(2) Capitalize beginning letter in own name and that of friends.

(3) Capitalize the abbreviations Mr. and Mrs.

b. Punctuation

(1) Put a period after a telling sentence.

(2) Put a question mark after an asking sentence.

IV. Improving Reading Techniques and Skills

A. Techniques

1. Understanding eye span

a. Seeing groups of words and recognizing that there are spaces to indicate that a word is begun and ended

b. Counting the number of words seen at one time

(Note: The meaning of eye span is carefully explained because such knowledge is fundamental to the teaching of silent and oral reading. The fact

is that in beginning reading, which is actually seeing and saying, the child sees from two to five words, says each word individually.)

2. Applying knowledge of fundamental sounds to whole words, recognizing likenesses and differences.

   a. Likenesses, recognized by rhyming words. For example:

am	cow	go
ham	how	slow
slam	now	mow

   b. Differences, recognized by study of nonrhyming words.

am	are	father	brother	slow
was	were	mother	uncle	fast
been	is	sister	aunt	

B. Skills

1. Continuing recognition of words, syllables, and letters for mastery

2. Building words

   a. Oral

      (1) Emphasizing phonics by breaking whole words down into parts. Examples:

mother	father
moth-er	fath-er
m-o-th-er	f-a-th-er

      (2) Studying orally syllables of words to learn that every syllable includes one of the following sounds: a, e, i, o, and u.

   b. Written

      (1) Copying words from the board. Writing from dictation. For example:

      I; am; going; to; school. Followed by dictation of a whole sentence such as: Do you go to school?

      (2) Studying written syllables and noting the consonant and vowel letters

3. Reading for reference

a. Looking for familiar words in a dictionary. Also, a dictionary can be made by the children.

(Note: The process will involve placing words in alphabetical order. For example, words may be taken from a reading book: We have the milk. In alphabetical order, have milk the we. This exercise can be followed by informal definition of meaning.)

b. Practicing the uses of a, an, the, in, into, on, of, and the like as they are taken from context in a simple statement or sentence

4. Reading single sentences

5. Reading groups of sentences

(Note: The study of word and sentence structure should emphasize meaning as well as pronunciation.)

6. Learning to use a picture book dictionary

V. Improving Literature Understanding

A. Oral

1. Listening to stories read by the teacher

2. Retelling story in own words

3. Answering questions asked about the story

(Note: Questions asked are in terms of "Who?" "What?" "Where?" and "How?" as basic to later discussion of character, setting, and plot.)

4. Group speaking of verse

B. Written

1. Dictating individual stories to the teacher

2. Dictating group stories

3. Making a class collection of dictated stories

(Note: The class anthology is a good exercise in writing and reading and impresses children favorably because they identify themselves with the literature.)

C. Continuing the reading of nursery rhymes and nonsense poems

D. Introducing simple folk tales and legends

E. Reading fables

Grade II

I. Improving Participation in Group and Individual Activities

A. Continuation of first grade activities

B. Introduction of other activities

1. Making announcements
2. Explaining how to go to some place
3. Telling personal experiences
4. Working on committees as chairperson or member
5. Reading aloud to class
6. Making up examination questions
7. Taking part in discussion
8. Choral reading
9. Group planning for special occasions
10. Retelling stories from reading
11. Dramatizing
12. Writing short paragraphs; using descriptive words

II. Improving Speech

A. Continuing practice in making the sounds that constitute the word patterns

B. Pronouncing the following words which contain substitutes for vowel elements:

1. A as in ape: substitutes for the long a - ai as in sail; ay as in lay; ea as in great; ey as in they
2. A as in arm: substitutes for the flat a - ua as in guard; ea as in heart
3. A as in all: substitutes for broad a - au as in pause; aw as in law ; eo as in George; o as in horn; ou as in fought

4. A as in at: substitutes for short a - ai as in plaid

5. E as in even: substitutes for long e - ea as in weak; ei as in seize; ie as in brief; eo as in people; ey as in key; ee as in peek

6. E as in end: substitutes for short e - a as in any; ai as in said; ay as in says; ea as in dead; ie as in friend; ue as in guess

7. I as in ice: substitutes for long i - ai as in aisle; ey as in eye; ie as in die; ui as in guide; uy as in buy; y as in try

8. I as in it: substitutes for short i - E as in English; ee as in been; o as in women; u as in busy; ui as in build; y as in symbol

9. O as in old: substitutes for long o - au as in Terre Haute; ew as in sew; oa as in boat; eo as in hoe; ou as in soul; ow as in flow

10. O as in do: substitutes for the long drawn-out o - c as in shoe (oe); ou as in soup

11. O as in ox: substitutes for short o - a as in was; ow as in knowledge

12. U as in use: substitutes for long u - eau as in beauty; eu as in feud

13. U as in up: substitutes for short u - oe as in does; o as in love

14. U as in pull: substitutes for short drawn-out u - o as in wolf; oo as in wood

15. Oi as in oil: substitutes for oi - oy as in joy

16. Ou as in out: substitutes for ow as in cow

(Note: Children may be taught to say the words used above as a means of acquiring appropriate pronunciations. An interesting and profitable activity is to have children talk into a mirror and to describe just what happens to their tongue, lips, teeth, and throat.)

C. Learning to speak words commonly used in speaking and writing

(Note: The speech sounds, some 44, are reduced to the named alphabet sounds of 26 letters.)

III. Improving Language Patterns, Oral and Written

A. Oral

1. Building sentences from the simple name and action combination, for example:

   a. Boys and girls jump.

   b. Some children speak softly.

   c. Many boys and girls read good books.

2. Recognizing addition words in terms of what they do to make the meanings of names and actions clearer

   (Note: Constant practice through imitation and creation will help children describe the function and behavior of words in sentences. This is really basic training for a more mature approach to the description of the function of language, which, in reality, is the purpose of the study of grammar.)

3. Continuing to make sentences with a conscious effort to vary patterns, for example:

   a. You are to go home early, Mary.

   b. Mary, you are to go home early.

   c. Are you to go home early, Mary?

   (Note: Such practice, imitative and creative, gives opportunity to stress voice control and to emphasize inflections of voice--rising inflection and falling inflection.)

4. Recognizing a paragraph as a group of related sentences

B. Written

1. Writing the forms of the speech used by a speaker to speak of himself; to somebody else; and about some person, place, or thing

   (Note: The forms are to be said and then written.)

   a. I, me; we, our, ours; my, mine, us

   b. you, your, yours

c. he, him, his; she, her, hers; it, its; they, theirs, them; and some proper names known to the children

2. Writing the forms that are most frequently used with person-words above: be, am, was, been, are, is, were

(Note: The words above are basic to the continuing improvement of communication. Also, this approach to vocabulary building is correlated with a more mature study of word forms and word changes to indicate mood and voice.)

3. Learning to spell the words commonly used in books read and studied

C. Writing the simplest forms of the sentence

1. Name, action, and additions

a. Birds fly.

b. Children draw pictures.

c. Many children play baseball very well.

d. I am happy.

2. Using the capital letter and the period to indicate the beginning and end of a statement

3. Using the capital letter and the question mark to indicate a question

4. Using capital letters

a. Own name, name of teacher, classmates' names, and those of other persons

b. I as a substitute for own name

c. Own address (street, city, state)

d. Days of the week and months

IV. Improving Reading Techniques and Skills

A. Learning to read sentences effectively

1. Seeing and saying words as groups

(Note: Reading word groups such as in the house is a valuable lesson in intonation.)

2. Learning the significance of the action words in a sentence (Example: run, jump, eat, and the like.)

3. Learning to identify name and action words through words such as a, an, the, can, do

   (Note: The identification or words by their positions and by the use of helping words that signal name and action is fundamental to establishing the order of subject, predicate-verb, and object to be studied later.)

4. Learning to read phrases

   (Note: Phrase-units such as to me, in the house, over the fence, running home, and the like in reality function as single speech parts in a sentence. Students should practice locating such phrases in sentences. Example:

   Mary and I went to the store.

5. Learning to put words into proper order of name, action, and additions

   (Note: The scrambled sentence is an interesting device. Example: Rope skip children transforms to Children skip rope.

6. Building a class story from word lists. For example, the following words can be basic to a story written by individuals or groups:

my	mother	and
went	the	drank
circus	had	the
to	good	Daddy
and	she	it
a	lemonade	too
time	liked	
saw		
tigers		
also		

   (Note: Basic to this kind of reading is the recognition of action words. Once they are determined, the sentences will fall into place. Also note that sequence of events can be emphasized.)

B. Reading for meaning

   1. Answering questions based on materials read

2. Telling the idea in own words

3. Recognizing and explaining the meanings of addition words

4. Following simple directions

C. Continuing to use an elementary illustrated dictionary

1. Reading definitions in a dictionary

a. Continuing experiences in alphabetizing

b. Looking for word meanings in a dictionary

c. Writing personal definitions in complete sentences to be used as reading material

(Note: This type of work introduces the student to explanation by synonym and also lays the foundation for writing for a particular audience.)

V. Improving Literature Understanding

A. Listening to literature read by the teacher

1. Distinguishing between story and non-story

a. Recognizing plot literature

b. Recognizing no-plot literature

2. Distinguishing between prose and verse

3. Understanding relation of character, plot, setting

4. Analyzing description as non-plot

B. Reading alone

1. Reading in the library

2. Reading at home

C. Reading verse aloud

1. Solo

2. Choral reading

D. Continuing the reading of simple verse, legends, fables

Grade III

I. Improving Participation in Group and Individual Activities

A. Group activities

1. Dramatizing stories and also doing creative dramatics

2. Participating in committee activities

3. Planning significant trips to outside-of-school areas such as parks, museums, department stores, and the like

4. Having class discussions based on areas of academic study

B. Individual activities

1. Telling personal experiences

(Note: It is important that students be taught to organize in terms of theme, progressive details, and illustrations and summary.)

2. Writing short paragraphs based on information-reading and also writing original prose and verse

3. Reading for information

4. Reading for personal pleasure

II. Improving Speech Sounds

A. Continuing practice of speech sounds outlined for Grade II

B. Group reading of nursery rhymes and nonsense verse to develop articulation and pronunciation

(Note: The sound analysis of common words is of great value. Example: An Aus-tri-an ar-my aw-ful-ly ar-rayed . . . .)

C. Practicing the pronunciation of such words as:

cab-in not cab'n

his-to-ry not his-try

hum-ble not um-ble

Feb-ru-ary not Febuary

chil-dren not chil-drin or chil-dern

D. Practicing the pronunciation of such sentences as:

1. He built himself an ice house.

   He built himself a nice house.

2. A great error often exists.

   A great terror often exists.

   (Note: Often is pronounced generally as o'fn; the t is silent.)

3. He is happy in either place.

   He is happy in neither place.

   (Note: At this time the meanings of either and neither, either-or, and neither-nor can be introduced and the differences explained.

E. Practicing accent of words and sentences such as:

1.

moth'er	broth'er
fath'er	teach'er
sis'ter	a bide'
	Get out'

2. Did they go happily or unhappily?

   Did you give me seven? No, I gave you six.

   (Note: It will be well to practice pitch, that is elevation or lowering of voice. Saying the alphabet or numerals to indicate joy or fear is an excellent device to emphasize tone and pitch.)

III. Improving Language Patterns, Oral and Written

A. Oral

1. Continuing to make oral sentences stressing patterns

   a. Subject and predicate-verb
      Example: Dogs bark.

   b. Subject, predicate, subject-complement
      Example: I am happy.

   c. Name, action, direct object
      Example: Girls play games.

2. Telling personal experiences and experiences of others

   a. The beginning sentence

   b. Order of details

   c. Summary sentence

3. Reading verse and prose aloud

   a. Recognizing emphasis, stress, pause, and juncture

B. Written

1. Planning by outlining

2. Giving attention to varying sentence patterns

   a. Simple sentence - subject and predicate

   (Note: In this grade the concepts of subject and predicate are taught. The teacher must be sure that students understand. Definitions memorized are no guarantee of understanding. Much drill through analysis will establish the ideas stated.)

   b. Simple sentence - subject, predicate, and object

   c. Simple sentence - subject, predicate, and attribute

   d. Simple sentence - subject, predicate, object, and adjuncts

   (Note: Adjuncts or modifiers are words added to S-PV-O.)

3. Learning to spell words used in reading materials; learning to spell plural forms of commonly used words

4. Addition words that make subject, predicate, and direct object more definite. Example:

   People read books. S.P.O.

   Many people often read good books.

   (Note: Many, often, and good are adjuncts.)

5. Reviewing periods and question marks to end sentences

6. Learning additional punctuation marks

   a. The comma

(1) Using the comma to separate words in a series

(2) Using the comma in dates and addresses

(3) Using the comma before and, but, and for when these words join simple sentences

b. The period

(Note: Continue to focus attention on the period at end of sentences.)

c. Capital letters

(1) Continuing attention to elements studied in grade two

(2) Beginning sentences and lines of poetry

(3) Titles of compositions

(Note: In this grade all words in titles should be in large letters. Later, when more attention is given to certain connecting and relating words, the idea of capitalizing only important words will be introduced.)

d. Apostrophe

(1) To indicate possessive of name words other than my, mine, his, hers, theirs, ours, its

e. Quotation marks

(1) Learning to use quotation marks in dialog

(Note: At this time the meaning of direct quotations and indirect quotations should be introduced. The best material for this study is a story book. Students then can visualize from the written page the spoken sentences.)

IV. Improving Reading Techniques and Skills

A. Continuing attention to materials studied in grade two

B. Emphasizing additional skills

1. Learning to interpret meaning

(Note: This is the beginning of critical reading. Children should be taught to read in terms of (1) What did the author mean? (3) What do I think about it?)

2. Learning to communicate the author's written ideas orally.

(Note: This is very important. It calls for emphasis, juncture, and accent. Also the difference between oral and silent reading is clearly explained. The student is taught the fact that oral reading is seeing groups of words and then looking at the audience and saying them.)

3. Learning to read silently for:

a. Comprehensive idea

b. Details

c. Meaning of words from context

4. Learning to read from memory

a. Memorizing and reciting short poems

b. Memorizing proverbs

(Note: Memorizing proverbs provides an excellent storehouse of ideas for compositions. For example, "The race is not always to the swift.")

5. Continuing use of an illustrated dictionary

V. Improving Literature Understanding

A. Continuing use of ideas studied in grade two

B. Understanding that literature is concerned with the thoughts and actions of people who want to share their ideas, feelings, and experiences with the reader

1. Listening

a. Listening to readings by the teacher: stories and poems

b. Listening to recorded stories and poems

c. Listening to classmates' original stories and poems

2. Reading

a. Reading "hero" stories
(What are the qualities of a hero?)

b. Reading action stories

c. Reading tall stories, illustrated

d. Reading stories about children of other lands and other cultures

3. Speaking and writing

a. Telling what has been learned from stories read and heard

b. Writing stories suggested by stories read and heard

Grade IV

I. Improving Participation in Group and Individual Activities

A. Group activities

1. Discussing in small groups and in entire class ideas and information gleaned from books
2. Working in committee to plan special projects
3. Dramatizing stories read
4. Choral speaking
5. Working in small group independent study (committee work)
6. Reading plays and producing them, including operettas

B. Individual work

1. Telling personal experiences
2. Interpreting orally ideas expressed in books
3. Writing short paragraphs and stories
4. Preparing assigned lessons
5. Reading verse and prose
6. Writing original verse

II. Improving Speech Sounds

A. Continuing attention to articulation and pronunciation

B. Practicing saying such words as probably, acquire, communication, laboratory, athletic, and the like

C. Practicing tongue twisters very slowly:

Example:

Betty Botter bought some butter.
"Bert," she said, "the butter's bitter."

(Note: Tongue twisters are exceptionally good materials for teaching the importance of sounds. The tape recorder can be used profitably as a teaching device when the "play back" is analyzed by the class.)

D. Using the dictionary for improving pronunciation; understanding dictionary pronouncing system

III. Improving Language Patterns, Oral and Written

A. Oral

1. Continuing attention to the basic patterns of sentences

(Note: Students dictate stories to the teacher, and the sentences are discussed in terms of subject, predicate, object, and addition (adjunct) words. At this time addition words should be identified as modifiers.)

a. Subject, predicate

b. Subject, predicate, object, and modifiers (addition words)

(Note: The teacher will find it profitable to organize the class into four or five groups and have each group discuss these sentence patterns independently. After the ideas have been discussed, each group chairperson should tell the whole class the order in which the discussion took place.)

2. Class discussion based on an agenda

(Note: The teacher or class sets up the order of ideas to be discussed. Frequently a student should chair the meeting. This is an excellent way to teach the idea of orderly discussion. The teacher in such a situation acts as the parliamentarian.)

3. Reading aloud

a. Reading verse, stressing interpretation by emphasis and pauses

(Note: Children should be taught to read verse sentence by sentence. Although a mature reader of verse may sometimes allow for a slight pause at the end of each line, the basic idea in teaching children to read verse is the sentence meaning. The rhythm will take care of itself.)

b. Reading prose selections

(Note: To ask a child to read intelligently a passage he has not prepared to read is not a good idea. For this reason time and direction must be given for preparation.)

B. Written

1. Writing personal experiences

(Note: Although letter writing is best emphasized in grades 7-9, the idea of personal correspondence is appealing to fourth graders. Children can be encouraged to write letters to absent classmates, to parents, and to relatives. The social importance of graciousness is usually oral in the preceding grades; in this grade the written expression can be introduced.

The following type of activity creates a feeling of realism: Each child names the boy or girl he would like to represent from another part of the country, a foreign land, or with a foreign ancestry. He then writes to another student, telling about his life and asking for information.)

a. Studying the importance of the title as the label of a story

b. Writing a sentence that suggests what the story is about

Example: Our visit to the zoo was wonderful.

c. Putting the details into logical order

d. Selecting the best words to explain and to describe

(Note: Much attention is devoted to preparing to write a story. Many teachers direct children to write stories that have been said orally beforehand. This is a logical process, because the writer realizes the differences in speaking and in writing.)

e. The actual composition--applying the oral sentence patterns to the story

2. Analyzing student written experiences in the light of idea, organization, expression, and writing techniques

a. Originality of idea

b. Logical sequence of sentences

c. Spelling and use of punctuation (periods; question marks; commas in series, in dates, and between cities and states).

3. Learning to write sentences in different ways by building on words and by changing their positions.

(Note: The position change gives the student a feeling for style.)

Examples:

I will see you tomorrow.
Maybe I shall see you tomorrow.
I will see you tomorrow, maybe.
I will see you tomorrow, when you call.
I will see you when you call tomorrow.
When you call tomorrow, I will see you.

(Note: Transforming sentences helps to establish an interest in sentence variation.)

John ate an apple to An apple was eaten by John.

4. Learning punctuation from analysis of sentences

a. Birds fly. (The period is at the end of a sentence.)

He lives in Ithaca, NY. (The comma goes after the city.)

He enjoys football, but I like baseball. (The comma is placed before the word that joins two sentences. The period is placed at the end of a sentence.)

If I were you, I would go now. (The comma is used after clauses in sentences beginning with If, When, and the like.)

b. "I shall not go!" he said, forcefully. (Quotation marks are used when what was said is actually restated.

IV. Improving Reading Techniques and Skills

A. Oral

1. Reading for meaning

a. Reading passages of prose and verse with attention to voice, pitch, and accent

b. Reading to interpret

(Note: The student is taught the simple dramatic effects of emphasis secured by accenting important words and realizes that facial expression has much to do with effectiveness. Class reading of simple plays is a helpful experience. Certainly, reading aloud is a dramatic situation.)

2. Choral reading

B. Silent reading

1. Continuing attention to techniques of reading groups of related words in prose and verse.

a. (At one time), (it is said), (the mice), (being greatly distressed), (by the persecution of the cat), (decided to call a meeting), (in order to determine), (the best means), (of getting rid), (of this continual annoyance.)

(Note: The parentheses indicate reading of groups of related words.)

b. "The gum-chewing girl and the cud-chewing cow are much the same but different somehow. What is the difference? Oh, I see it now. It's the intelligent look on the face of the cow."

2. Understanding the meaning and use of parts of a book: contents page, index, etc.

3. Continuing the use of dictionaries

4. Using reference books

V. Improving Literature Understanding

A. Observing character, setting, and plot

1. Recognizing static and dynamic characters

a. Characters that do not change

b. Characters that change because of social environmental factors

(Note: This discussion is important especially in the light of some TV characters who are always

the same--the "good guys" are always good; the "bad guys" are always bad.)

2. Recognizing the setting (where the action takes place and its effect on character and action)

3. Recognizing that "things that happen" build up to a kind of decision that decides the fate of characters

B. Observing how words and sentences are used to describe a person, place, or thing

C. Observing how conversation (dialog) is used to catch the attention of the reader

D. Dramatizing stories heard and told

1. Creative dramatics

2. Dramatizing prose and verse

E. Reading stories of action, adventure, and historical incidents

Grade V

I. Improving Participation in Group and Individual Activities

A. Group

1. Having general discussion of personal and vicarious experiences as basic material for composition

2. Dramatizing stories read, stressing setting, plot, and character

3. Choral speaking

4. Doing committee work

5. Following parliamentary procedure for a class club

B. Individual

1. Making oral criticism of books read

2. Reading poetry from memory

3. Carrying out personal projects

4. Writing minutes of meetings

II. Improving Speech Sounds

A. Continuing attention to articulation and pronunciation

B. Studying diacritical marks as aids to pronunciation

C. Continuing the development of interpretative ability through attention to tone, accent, and pauses

D. Continuing the use of dictionary for pronunciations

III. Improving Language Patterns, Oral and Written

A. Oral

1. Continuing attention to oral sentences

a. Sentence patterns introduced as simple sentences, compound sentences, and complex sentences

b. Emphasis on sentence structure as a basis of variety in sentences

2. Continuing attention to the functions of subjects, predicates, objects, and modifiers

3. Classifiying subjects as noun words, noun phrases, noun clauses

4. Classifying predicates as predicate-verb words, phrases, and complete predicates

   (Note: The study of the verb phrase should include "helping verbs.")

5. Classifying objects as noun words, noun phrases, noun clauses

6. Classifying modifiers as adjective and adverb words, phrases, and clauses

B. Written

1. Writing simple, compound, and complex sentences from dictation.

   (Note: Students also create their own patterns.)

2. Giving special attention to the forms of the verbs and of personal pronouns

   (Note: Students have constant drill in recognizing the forms of the verb, especially to be. Also, careful attention is given to the forms of the personal pronouns in terms of person--singular and plural--in subjective, objective, and possessive cases.)

3. Reproducing paragraphs from dictation

4. Writing short criticisms of books

5. Writing personal experiences

6. Writing letters, both friendly and business

7. Making outlines, giving attention to subtopics and placing details in logical order

8. Selecting appropriate titles

9. Continuing attention to punctuation already used, emphasizing colon for business letter salutation and semicolon between two closely related sentences when the conjunction is omitted.

(Note: It is important to stress the semicolon; otherwise, students will write comma splice sentences--a frightening crime in the opinion of some teachers of English.)

IV. Improving Reading Techniques and Skills

A. Emphasizing specific techniques

1. Reading newspaper headlines to determine whether the story is important to the reader

2. Skimming in order to gain a general understanding

3. Reading carefully in order to understand the relationship of details as the basis for drawing conclusions

4. Continuing to use all parts of a book: preface, table of contents, index, glossary

B. Developing skills

1. Getting word meaning from context and from root words to which are added prefixes and suffixes

2. Rereading as a means of being more accurate

3. Continuing use of dictionary

V. Improving Literature Understanding

A. Continuing attention to character, setting, and plot

B. Reading literature types

1. The short story in prose

2. The short story in verse

3. The short story in play form

C. Reading stories of heroes, novels of action, and simple historical novels

Grade VI

I. Improving Participation in Group and Individual Activities

A. Group

1. Improving discussion techniques through application of pertinent parlimentary procedures
2. Dramatizing through committee work short stories and narrative poems
3. Planning and participating in school assemblies
4. Planning expeditions to community points of interest related to class work
5. Choral speaking
6. Participating in symposiums and simple debates
7. Discussing literature read

B. Individual

1. Silent reading of literature
2. Giving oral interpretation of literature
3. Writing inventive compositions in prose and verse
4. Explaining sentence patterns and elements of usage
5. Increasing vocabulary through observation followed by dictionary study
6. Giving impromptu and extemporaneous talks
7. Improving spelling ability

II. Improving Speech Sounds

A. Continuing attention to articulation and pronunciation through definite exercises

B. Applying techniques and skills in individual and group reading

C. Continuing use of the dictionary for pronunciation

III. Improving Language Patterns, Oral and Written

A. Oral

1. Transforming sentences to realize desired effect

2. Building sentences from a root sentence

3. Building sentences to illustrate time elements, such as present, past, future, and completed tenses

4. Reducing clauses to phrases and phrases to words

B. Written

1. Summarizing oral reports of others

2. Precis writing of written paragraphs

3. Writing original paragraphs and series of paragraphs

4. Applying the principles of expression in writing, based on the four approaches to language patterns outlined under III A

5. Applying the principles of syntatical agreement

6. Giving attention to diction, including recognition of what is appropriate and inappropriate in usage

IV. Improving Reading Techniques and Skills

A. Using materials in the library for research information basic to the writing of simple investigative papers

1. Learning to give credit to authors of quoted passages through appropriate footnotes and to books from which information is paraphrased through proper bibliographic references

2. Continuing attention to purposes of reading

3. Continuing attention to

a. Skimming

b. Central idea

c. Specific information

B. Giving attention to elements of style in literature

1. Author's individuality as expressed through:

a. Sentence patterns

b. Language rhythms

c. Choice of words (vocabulary building)

2. Character portrayal

C. Learning to read editorials critically

V. Improving Literature Understanding

A. Understanding literature through mythology

B. Understanding related types of literature

1. Short-story, novel

2. Narrative poetry: ballad, long narrative

C. Understanding:

1. Character development

2. Motivation

3. Situation

4. Dramatic action

D. Reading for discussion: short story, long narrative poems, myths, and legends

Grades VII-VIII

I. Improving Participation in Group and Individual Activities

A. Group

1. Discussing ideas in class
2. Dramatizing
3. Having panel discussion and debate
4. Listening to recordings and movies
5. Engaging in conferences
6. Working in committees
7. Participating in school assemblies
8. Performing on radio and television

B. Individual

1. Giving planned floor talks
2. Reading aloud to a group
3. Participating in interviews
4. Reading for information
5. Reading for pleasure
6. Making introductions and announcements
7. Writing various types of compositions (including letters of inquiry)
8. Writing outlines with increased number of details

II. Improving Speech Sounds

A. Continuing attention to articulation and pronunciation

1. Emphasis upon vowel, diphthong, triphthong as outlined in earlier grades
2. Syllabication as aid to pronunciation and spelling
3. Oral reading with emphasis on accent, juncture, and word formation

B. Continuing the use of the diacritical marks and phonetic systems in dictionaries

III. Improving Language Patterns, Oral and Written

A. Oral

1. Speaking in complete sentences

(Note: We must always keep in mind the difference between oral and written expression. A complete sentence in oral conversation or in reporting a conversation may be a word, phrase, clause, or sentence; whereas, in written expression (other than dialog) the complete sentence is usually more clear.)

2. Varying sentence structure for effectiveness and emphasis

(Note: Students practice inverting sentences, making coordinates, and subordinating clauses.)

3. Giving spontaneous floor talks

4. Giving extemporaneous talks

5. Reading prose and verse aloud

6. Reproducing orally a selection read by teacher or student

7. Reporting an interview

8. Giving attention to choice of words in terms of exact meanings

B. Written

1. Writing simple sentences with modifiers of subject, predicate-verb, and object

a. Analyzing own sentences in terms of S. P.-V. O and modifiers

b. Analyzing the forms of nouns, pronouns, and verbs

(Note: Analyzing forms of words is an excellent basis for teaching the inflection of nouns, pronouns, verbs, adjectives, and adverbs.)

2. Writing compound sentences

   (Note: A discussion of the meanin of conjunctions as structure words is very important in the light of joining simple sentences to make a compound sentence. It is important to emphasize that the meaning of two simple sentences can be altered completely by the conjunction used to join them.)

3. Writing complex sentences

   (Note: The concept of using an adjunct sentence in place of a dependent clause may be introduced as a means of clarifying just what a complex sentence is.)

4. Combining sentences into paragraphs that are well-organized and clear

5. Analyzing simple, compound, and complex sentences in the light of necessary punctuation

   a. Uses of period, comma, semicolon, and question mark

   b. Capitalization

6. Writing personal ideas, opinions, stories in prose and verse

   a. Developing ability to use descriptive words

   b. Developing ability to write rhyming verse

      (The simple iambic four-foot line seems to be easy enough.)

7. Writing organized reports based on informative readings from more than one reference

8. Using the dictionary as a general reference tool.

IV. Improving Reading Techniques and Skills

A. Continuing attention to aspects of oral expression stressed in previous grades

B. Emphasizing the following points as the basis of reading development throughout the secondary grades:

1. Recognizing the idea stated, implied, or asked in a sentence

2. Recognizing the main points in a paragraph

3. Recognizing the significance of a group of paragraphs in supplying answers to questions

4. Following the pattern of paragraph and general theme development

5. Getting information from books as the basis of a report

6. Browsing for items of interest

7. Recognizing several points of view

8. Gaining power of inference from clear statements and from implications

9. Gaining power in reasoning

10. Drawing conclusions from a set of given conditions

11. Tracing main ideas in the development of a plot

12. Discovering the central idea and salient points in written points of view about debatable issues

(Note: The abilities suggested above indicate clearly that reading is developmental in character, and like all other aspects of the English course, needs attention in each grade. So, it is pertinent to introduce reading activities emphatically in grade seven and to continue to practice the techniques in each succeeding grade of secondary school.)

V. Improving Literature Understanding

(Note: We consider grades seven and eight as exploratory years in reading literature. The program includes extensive reading experiences for pleasure and information. All types are introduced, but no specific emphasis is on types, as such. Essay, biography, stories, drama, and poetry are read. The newspaper is read for informational material, as are essays in magazines.)

A. Discussing the essay as descriptive, expository, and argumentative

B. Discussing stories in terms of character, setting, and plot

C. Discussing the drama as a slice of life interpreted through rhythmic language

D. Discussing poetry as ideas expressed in powerful and rhythmic language

E. Continuing reading of short story, one-act play, personal essay, simple historical novels

F. Studying *The Iliad* and the *Odyssey*.

Grade IX

I. Improving Participation in Group and Individual Activities

A. Group

1. Refining participation abilities previously introduced

2. Emphasizing the following

a. Introducing peer speakers

b. Discussing controversial subjects calmly and intelligently

(Note: Controversial subjects are discussed in newspapers and in magazines. It will be well to emphasize that news stories are supposedly reports of when, where, how, and why; but that editorials and commentaries are opinions and points of view, and are less objective than news stories. Magazine articles are in essence essays which state a central theme so developed that the personality and bias of the author may be clearly evident.)

c. Discussing in class contemporary social, economic, and political situations

d. Having discussions about books read

e. Reading aloud statements and inventive compositions and defending their points of view

B. Individual

1. Refining abilities previously introduced

2. Emphasizing the following

a. Planning floor talks

b. Making floor talks

(Note: Floor talks should be recorded frequently so that the presentation can be replayed and analyzed in terms of content, sentence patterns, syntax, morphology, and phonology as the basis for individual and group improvements.)

c. Developing better study habits

d. Contemplative reading

e. Statement writing

f. Inventive writing

3. Analyzing simple sentence patterns and transforming sentences for variety and effectiveness

II. Improving Speech Sounds

A. Continuing emphasis on sounds, articulation, and pronunciation

1. Emphasis, too, upon oral interpretation of material read

2. Refinement of skills stressed earlier

III. Improving Language Patterns, Oral and Written

A. Oral

1. Giving attention to effective speech

a. Choosing words carefully

b. Moderating speech speed to fit audience addressed

c. Transforming sentence patterns for variety, emphasis, and effect

d. Presenting ideas, opinions, knowledge, and understanding in series of logically related sentences to make an oral paragraph of series of paragraphs

2. Giving attention to speech situations

a. Reproducing ideas read

b. Giving oral precises of long passages

c. Discussing types of literature studied

d. Being interviewed

e. Reporting an interview

B. Written

1. Transforming sentences for effect

a. Applying verb tenses appropriately

b. Using active and passive voice

c. Studying loose, periodic, and balanced sentences

2. Paraphrasing selections read

a. Giving accurate representation

b. Writing a precis of a written selection

3. Taking notes

a. Word notes

b. Phrase notes

c. Sentence notes

4. Writing paragraphed compositions

(Note: Planning 300-400 words on:

a. Personal experiences

b. Reactions to literature read

c. Assigned topics from classes other than English classes)

5. Continuing use of a dictionary as a general reference tool

6. Improving skills of appropriate usage of verb forms, agreement, and pronoun forms

IV. Improving Reading Techniques and Skills

A. Continuing attention to abilities previously outlined

B. Recognizing reading situations

1. Reading to get facts, to understand, and to comprehend

2. Reading for the purpose of applying information to a practical situation

3. Reading in order to gather material on a particular subject and to organize ideas in some definite form

4. Reading to secure many kinds of information to be related to ideas on a problem under consideration

(Note: The above reading situations include the use of reference books, magazines, and newspapers. The techniques developed include recognition of paragraph theme and topic sentence; and also the recognition of symbols and the association of meanings with symbols; the selection of pertinent elements and the rejection of others; and the organization of thoughts according to the purposes for which the reading was done.)

C. Recognizing five important types of reading in which students should be trained:

1. Reading for comprehension (rapid reading)

2. Reading for fact-finding (skimming)

3. Reading for retention (careful reading)

4. Reading for analysis and evaluation (intensive reading)

5. Reading for enjoyment (rapid reading)

(Note: Reading for enjoyment will be treated in detail in the section on Improving Literature Understanding.)

V. Improving Literature Understanding

(Note: During the ninth grade, the purpose of improving literature understanding is to lay the foundation for a systematic organization of literary experiences, taking advantage of the student's past experience and contributing to his expanding critical ability. In order to realize this purpose, we should begin the organization by emphasizing the simple and, by successive steps, going toward the more complex, stressing literary criticism all the while. To that end the following representative literary media will be read, studied, and discussed: short stories, one-act plays, informal essays, lyric poetry, and narrative poetry. These are the simple types which prepare the way for later study of the novel, the full-length play, the formal essay, biography, and epic poetry.)

A. Comparing and contrasting short stories, one-act plays, and narrative poems

1. Examining the characteristics of

a. The short story

b. The one-act play

c. The narrative poem

2. Examining ideas expressed in all three

a. Self-realization

b. Human relationships

c. Social responsibility

d. Economic efficiency

B. Informal personal essays and lyric poetry

1. Examining the characteristics of the types

a. Informal personal essays

b. Lyric poetry

2. Examining ideas expressed; subjective analysis of one's ideas and emotions

Grade X

I. Improving Participation in Group and Individual Activities

A. Group

1. Discussing ideas and opinions expressed in essays of various types by editorial writers, columnists, and critics.

2. Discussing reviews of contemporary novels and plays as published in such magazines as New York Times Book Review and the Saturday Review, Atlantic Monthly, and Harper's

3. Using panel discussions of selected topics based on self-realization, human relationships, and social responsibility illustrated by specific references to novels read by group or by individuals

4. Dramatizing episodes from novels

5. Interpreting scenes from plays

6. Conducting discussion of controversial ideas and opinions in which parlimentary procedure is followed

7. Discussing radio and television programs in terms of ideas and time limitations

B. Individual

1. Explaining further a point of view and defending the opinion

2. Telling personal experiences, reviewing literature read

3. Reading and interpreting lyric, narrative, and dramatic verse

4. Making introductions for speakers

5. Giving and writing criticisms of ideas and opinions

6. Giving speeches for special occasions

II. Improving Speech Sounds

A. Analyzing the speech mechanism and the ways sounds are produced

B. Recognizing regional speech as a means of differentiating among speech groups

C. Giving attention to articulation and enunciation of the standard English in one's own community

D. Continuing study of pause, juncture, and emphasis in speaking and reading

III. Improving Language Patterns, Oral and Written

A. Oral

1. Expressing ideas in a variety of sentence patterns

2. Continuing analysis of sentence patterns such as

a. S. P.-V. O.

b. S. P.-V. O. and adjuncts

c. Positions of adjuncts--words, phrases, clauses

3. Arranging sentences in terms of unity and coherence to make clear a series of connected ideas

4. Developing vocabulary through studied application of words newly learned (emotional words, "loaded" words, abstract, concrete)

5. Developing confidence in presenting ideas to an audience through:

a. Well-organized outline

b. Acquiring techniques and skills of establishing speaker-audience rapport

c. Forceful presentation of ideas

d. Apt illustration, anecdotes, facts

B. Written

1. Continuing note-taking

a. Notes on paragraphs read silently

b. Notes on paragraphs read by teacher

c. Notes on floor talks by students

(Note-taking is an exercise in listening and thinking. The process of note-taking as refining thought should be carefully applied.)

2. Precis writing of oral presentations

3. Writing expository themes as basis for talks

a. Definition by synonym

b. Logical definition

c. Expression of an observation

d. Expression from point of view of a person involved

e. Expression from point of view of one who knows all

4. Holding a critical discussion of books

a. Novel

b. Drama

C. Language Study

1. Seeing the relationships between language history and the development of good language patterns

a. Origin of language

b. Development of English language

c. Language notebooks--clippings concerning language and the use of language

d. Word biographies

e. Study of current teenage language

f. Introductory semantics

IV. Improving Reading Techniques and Skills

A. Reviewing of all reading techniques and skills heretofore discussed

B. Reading novels for:

1. Relation of scenes to episodes, and episodes in relation to the organization of plot

2. Reading for personality traits that determine attitudes and actions of characters

3. Reading to determine the relationship of setting to character and plot

C. Reading full-length plays for the purpose of:

1. Contrasting with novel pattern

2. Realizing how the dialog brings out character

3. Understanding the plot

4. Contrasting full length one-act plays

D. Reading to analyze the ways in which authors gain the reader's attention

1. Peculiarities of language in terms of

a. Selection of words

b. Variety of sentence patterns

c. Vividness of images

d. Importance of symbols

e. Rhythmic flow of language

V. Improving Literature Understanding

(Note: The study of the simple types in grade nine have laid a foundation for a more penetrating study of the story-type literature--the novel and the drama--in grade ten. The novels read are selected from the world of reality and that of romance; the plays, from tragedy and comedy.)

A. Reading and discussing the novel for:

1. The meaning of theme

2. General areas of life with which novels deal

a. Self-realization

b. Human relationships

c. Social responsibility

d. Economic efficiency

3. Understanding that the novel reflects:

a. Its age

b. Personal feelings

c. Cultural patterns and cultural lags

d. Historical events

e. Contemporary problems

4. The three distinct forces in novels

a. Characters

b. Plot

c. Setting

5. The literary history of the novel

B. Reading the drama for:

1. The development of theme

2. Tragedy and comedy

a. Classics from the past

b. Modern and contemporary works

3. "Limitations" of drama in contrast to "freedom" of novel

4. The literary history of the drama

Grades XI and XII

I. Participating in Group and Individual Activities

A. Group

1. Having formal class discussion within the framework of parliamentary procedure

2. Using small group discussions of language, composition, and literary techniques and skills

3. Using whole group discussion of peer-written composition in terms of quality of ideas, organization, expression, and mechanics of style

4. Analyzing the structure of verse and prose forms

B. Individual

1. Writing statement-compositions based on personal observation and analysis

2. Writing statement-compositions that demand simple reading research gathered from sources of information on a special topic

a. Providing exercises in the use of footnotes, general bibliography, and supplemental bibliography

b. Understanding the meaning of plagiarizing

3. Writing inventive compositions in verse and prose forms

4. Interviewing and being interviewed

5. Applying to college and completing all matriculation forms

6. Pursuing a special topic via independent learning

II. Improving Speech Sounds

A. Developing further accent and emphasis

1. Reading for interpretation

2. Modulating the voice according to demands of a situation

B. Reading verse and prose selections orally

C. Improving speech ability in topical discussion

III. Improving Language Patterns, Oral and Written

A. Oral

1. Paying attention to spoken sentences in terms of inversions, questions, and exclamations

2. Organizing simple addresses in fields of interest

3. Telling anecdotes with attention to accent, juncture, and emphasis

4. Reading in a conversational tone

5. Participating in organized discussion in which parliamentary rules are recognized

6. Developing word power through practical study of dictionary meanings and selection of synonyms

B. Written

1. Precis writing

2. Paraphrasing

3. Summarizing

4. Reproducing paragraphs read aloud

5. Organizing a personal essay of 600-800 words

a. Limiting idea

b. Planning scope and sequence

c. Expressing idea

d. Paying attention to application of mechanics of form

6. Writing description; dialog; narration in first, second, and third person

7. Examining ideas in terms of

a. Logic

b. Effectiveness

8. Making critical analysis based on #7

9. Organizing an essay which applies to a specific topic based on information from various sources. This essay should include proper footnoting and bibliography.

IV. Improving Reading Techniques and Skills

A. Reading for a purpose

B. Skimming for a general idea

C. Reading for information

D. Understanding further the meaning and importance of eye span and fixation

E. Reading orally for interpretation

V. Improving Literature Understanding

A. Setting up value standards for literature as the conception of an individual mind expressed in a permanent form of words

B. Gaining through some of the world's best literature (in chronological-thematic approach) insights to "The Emergence of Man," in spirit, accomplishments, and failures (Sometimes modern writings are used in comparison with the writings of the period being studied).

1. Classical Period 1500 B.C. - 500 A.D.
"The Search for Freedom"

2. Middle Ages 500 A.D. - 1400 A.D.
"Challenges to the Existing Order"

3. Renaissance 1400 A.D. - 1620 A.D.
"Facing New Horizons"

4. Age of Reason 1620 A.D. - 1770 A.D.
"Questioning Conflict and Change"

5. Romantic Age 1780 A.D. - 1857 A.D.
"Expressing Emotion and Imagination"

6. Victorian Age 1837 A.D. - 1900 A.D.
"Meeting Moral Clashes"

7. Modern Times 1900 A.D. -
"Forging a New Future"

C. Providing--through large group instruction, seminar sessions, and opportunities for independent learning--depth studies and critical analysis of all types of literature.

THE PRACTICAL APPLICATION OF CURRICULUM MATERIALS

A school curriculum is an educational course to be run. The purpose of building the course is to inform teachers and students of what is to be done. How to run the course is left to the teacher's imagination and skill.

Certainly the individual teacher must be allowed to organize and to experiment with organization. There is no particular method or plan of organization that smugly can be called "best." Yet, the following elements of all teaching and learning experiences will inhere in the organization of any learning unit:

1. Understanding to be developed
2. Activities through which learning takes place
3. Resources from which content is selected
4. Knowledge and information to be derived
5. Techniques and skills to be developed
6. Ways and means of determining qualities of understandings, attitudes, and extent of the mastery of information.